

# **Professional Memory Training &**

## **The 3Rs**

# **Reproach**

# **&**

# **Remedy**

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# Back to Basics

*An Educational Collection -*

The **Back to Basics Collection** is a combination of *old fashioned efficiency* and *Professional Memory Training* to promote interest and therefore learning.

This collection of textbooks with titles covering Reading, Spelling, Primary Maths, Secondary Maths, Foreign Language Courses, Literacy for Dutch Primary Schools, contains a wealth of invaluable and unique learning aids fine tuned over a period of 50 years.

It's the result of creative simplicity as well as a practical and academic career.

It is available on electronic media (CD) in the form of eBooks suitable for Australian Schools and Homeschooling.

DOMINIC PERROTTET  
Member of Hawksbury,

September 2017

A. Bark  
25 Reedy Road  
Cattai 2756

Dear Sir,

**RE: Your article  
Gazette August 23, 2017**

- Unwittingly, you became the messenger of bad news.  
As always, those responsible will remain anonymous in the safety of the scholastic catacombs.
- In the Middle Ages, you would have been beheaded. Just as well this gruesome practice has become obsolete because you need your unsevered one to pay attention to the good news of an 89-year-old pioneer in Literacy, Numeracy and Mathematics.
- The recent issue of a Grammar Manual for teachers, and the necessity of introducing a new professional development program as well, proves that all is not well. Calling a program successful **before** its launching is part of a pathetic and perpetual propaganda policy intended to appease perplexed parents.  
The enclosed, ignored **Bark Report** clearly shows that incompetence runs riot in the Halls of Education.  
**Schools today still run on the principles of yesterday!**
- One can only **rectify** failure; developing it spells disaster.  
What traditionally is called Education has become commercial Indoctrination. Pontius Pilate and Judas reincarnated!  
**A system that measures future scientists and street sweepers with the same yardstick will never ever work.** It has always been a cruel, thoughtless habit however well intended. It has created a hostile and mentally unhealthy environment for both teachers and students.
- Only by adopting "**Free Range Learning**" © will all Australian children be able to perform at the maximum level of their ability, while establishing self-esteem and confidence because the writing of arbitrary reports, marking and tests are then eliminated.  
**Bark's Discovery Method** for Numeracy and Maths will turn classrooms into workshops thus making the Federal minister's zero tolerance demand unnecessary.
- It will take at least a month to absorb the enclosed wealth of knowledge. Unfortunately, this breakthrough in learning the 3R's is not the issue.

The one-eyed Department has set itself up as King in the kingdom of the Blind.

New ideas are either ignored (Piccoli) or lured into a cul-de-sac to be quietly strangled.

After the production of my "Numbers in a Nutshell" in Cattai Public School (2003), a spokesman for the Department admonished the headmistress for supporting **unauthorised** material.

Years earlier, my unique general-and advanced Maths dictionaries with worked answers for years 6-12 were condemned!

- Before embarking on a journey of Revenge, dig two deep holes (Confucius).  
If not as a genius, I'll at least die as a martyr!
- You now have both the opportunity and the responsibility to restore the sight of parents and teachers in the Hawksbury, so that **they** will be able to judge the merits of my scholastic contribution, fine-tuned and successfully tested over a period of 40 years.
- A pilot-scheme with TV and newspaper exposure could be used to make this happen.

I will be happy to conduct free seminars for audiences consisting of parents and teachers.

What I have to offer is of course not restricted to the Hawksbury, but you can start the snowball rolling!

Confident to hear from you, I remain,

Aart Bark

- Encl: Demonstration lessons.
- PS: 1. A copy of this letter will appear in the Gazette as a paid article, fifty will be sent Australia wide.



**Language is learnt by osmosis.** By copying, memorising or writing examples of correct English from dictation, grammar is automatically taken care of; it is not a subject that can be taught on its own because the brain cannot absorb pure data. The trouble is caused by making students put isolated words in sentences based on a limited **playground vernacular** of about 300 words.

**Story writing** should only begin in High School.

**Creative writing** is only possible after doing exercises to sharpen the five senses and by studying the work of renowned authors.

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## **DYSLEXIA-FREE READING PROGRAMME**

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### **The Crucial Beginning:**

- The letters themselves **are** the pictures!  
b for ball: first the bat, then the ball  
d for duck: first the body, then the neck
  - The words: 1400 regular ones arranged according to **Pattern** & **Sound** under 15 Codenames in Bark's Unique Spellaphone book
- Private lessons in your home: \$40  
P&C: 3Rs Seminars in your school:  
\$200, Monday nights  
Phone Aart 0428 396 120

## LINGUISTIC SPELLING

- Like Maths, Spelling is not for everyone. Consequently teaching it as an end in itself, will result in failure. To teach it as a medium to develop skills like looking, seeing and remembering, we're talking about real education.

That means that copying word lists four times a week with a test on Friday to see how many wrong is now an obsolete activity.

As a chore, it cannot possibly create interest and therefore learning.

- The only systematic way to teach the erratic spelling of English words is to subdivide them into groups with the same pattern:

Example

fraught	slaughter	draught	haughty	naughty
daughter	distraught	laughed	caught	taught

- Since the brain cannot absorb pure data, they can only be remembered when they appear in an easy to visualise context in rhyme and rhythm. **Chorus Reading** will reinforce recall of the often absurd mini-stories. This unique method appeals to children because they are genetically wired to be curious.

### Fraught with danger

A butcher wanted to **slaughter** the old **draught** horse of his **haughty, naughty daughter**. She was so **distraught** that she wanted to jump into the water. Her father **laughed** and **caught** her so that **taught** her a lesson.



The **entire course** consists of only 60 pages!

Tasks and answers (4pages) ensure quick revision.

The **interval** between each lesson **depends entirely on ability.**

Only when students have been successful in completing the given tasks in a lesson, should they start the next one!

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**BARK'S DISCOVERY METHOD**  
*I teach **Primary Maths**  
in 6 lessons,  
thanks to **Number Patterns**  
never noticed before*

$$\begin{array}{l} 12=3 \times 4 \\ 56=7 \times 8 \end{array}$$

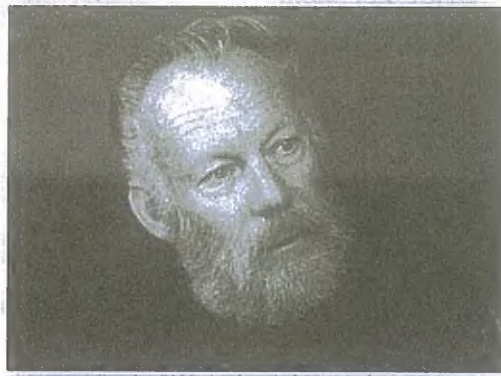
$$\begin{array}{l} 7 \times 3=21 \\ 8 \times 4=32 \end{array}$$

$$\begin{array}{l} 7 \times 6=42 \\ 8 \times 8=64 \end{array}$$

Private lessons in your home: \$40

P&C: The 3Rs Seminars in your school. \$200 on Monday nights.

**Aart 0428 396 120**



## **Author's Background**

**Born 20.12.1928**

1. **H.S.C. (HOLLAND)** 1947  
 4 Unit Maths, Mechanics, Technical Drawing  
 Physics, Chemistry, Biology, Political Economy  
 History, Geography, Dutch, English. French  
 German, Art, P.E.
  2. Certificate of Ability, Nautical College Holland. 1949
  3. Diploma 3rd. Mate, Sea Going Trade Holland 1951
  4. Diploma 2nd. Mate, Sea Going Trade Holland 1954
  5. Spanish Commercial Correspondence Holland 1954
  6. French Commercial Correspondence Holland 1958
  7. English Commercial Correspondence Holland 1961
  8. Language Studies: Friesian, Italian, B.A. French
  9. High School Teacher: English & French Holland 2 yrs
  10. High School Teacher Australia 14 yrs
- De La Salle, Ashfield**  
 Latin, French & English.
- St. Dominic's, Kingswood**  
 Creative Writing, English, Subject Master Technical Drawing
- Patrician Brothers, Granville**  
 Creative Writing, Mathematics, Subject Master Music
- Oakhill College, Castle Hill**  
 Creative Writing, Mathematics, Subject Master Technical  
 Drawing, French & Art
11. Insurance & Real Estate Agent (Finance)
  12. Owner Builder (Rammed Earth)
  13. Hawkesbury Adult Education Creative Writing, Spanish.
  14. Professional Musician Accordion, Flamenco Guitar.
  15. Author of Textbooks English & Mathematics
  16. Private Tutor since 1976: K-12
  17. Soccer Coach

**THE 3RS  
 THE PROFESSIONAL WAY  
 A. BARK, CATTAL. N.S.W. 2756**





**CATTAI  
SCHOOL  
OF AART**

**R  
R  
R**

**THE 3RS - THE  
PROFESSIONAL  
WAY**

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# New Millennium Maths

## Numbers In A Nutshell

*NO MORE ROTE-LEARNING*

*NO MORE TABLES*

### Intelligent Numeracy Through:

- General Principles
- The Bark Recipes
- Newly Discovered Patterns
- Visualisation
- Number Awareness
- Imagination

### Author's Background

**Aart Bark** *Born in Holland in December 1928*

**HOLLAND:**

H.S.C, Diploma Maritime Institute, 2<sup>nd</sup> Mate Dutch Merchant Navy (8 years) Languages: Dutch, German, English, French, Spanish, Italian, and Friesian. Teacher: French, English (2 years)

**AUSTRALIA:**

Subject Master: Art, Music, Technical Drawing, French and Creative Writing. Teacher: Latin, Maths, Social Studies, and Spanish. (14 years)

Insurance-and Real Estate Agent (Finance)

Owner Builder, Musician, Soccer Coach, Private Tutor since 1980 (K-12)

Author of Textbooks:

-Foundation Literacy 1, 2, 3, 4, 5.

-Spellaphone Book: 4000 one-beat words grouped into word families.

-Compulsory Incompetence in Maths and English (600-page report)

-In Progress: 150 Spelling word stories K-10. Spelling Dictionary

-Titanic 100 years (script for a new film)

-Why Jack and Jill can't do Maths.

-Numbers in a Nutshell

-Foundation Numeracy K-6, Video Companion (100 pages)

-Maths Dictionary: Total Maths K-11 including General, M.I.S. and Preliminary 2, 3, 4 Unit.

-2 Unit Maths Dictionary: 860 Essential Sums. (250 pages)



## Numbers In A Nutshell



**"The road  
to  
discovery  
is  
toll free"**

Numbers in a Nutshell grew out of necessity.

When students have copied the times tables over and over again in Primary and still don't know that  $3 \times 4 = 12$  or that  $13 \times 10 = 130$  because they only went up to twelve, a private tutor has to come up with something different.

Abolishing thoughtless habits came first.

Since we don't work with shillings and inches any longer, multiplications involving numbers greater than ten are solved according to one simple procedure:  
 $14 \times 5 = 5 \times 10 + 5 \times 4 = 70$ .

Writing out the nought times tables is of course extremely silly if not stupid; one general rule covers the lot: anything  $\times 0 = 0$ . Writing out the 1  $\times$  table is worse because the definition of 8 for instance is  $8 \times 1$ .

As far as three fours was concerned-not three times four because it stops

fluency- I started with the philosophy that if my car would break down in the middle of the Simpson Desert, I would open the bonnet rather than look at the moon, because the solution lies in the problem.

It took a whole week to see that the answer to three fours is "sitting" right in front of it. One second later, I discovered that  $56 = 7 \times 8$ .

It immediately prompted me to look for other pairs or even larger groups that could be solved with one single "recipe". From then on, the road to discovery was toll free.

The advantage is clear. Whereas rote learning only offers two possibilities- you either know or you don't - Numbers in a Nutshell provides you with a way to remember. It will hopefully improve a student's self-image as well.

## Tasked Based Memory Training Exercises

They are done during the pre-learning stage.

They are designed to foster awareness and interest.

Sorting and matching involves manipulating number cards. It cannot be done properly without attention and concentration.

The eyes are preparing the video for the memory bank so to speak. These mental pictures are of vital importance because they make it possible for the student to visualise numbers and to allow them to perform mental arithmetic.

The Educational blunder of making students write down unnecessary "Necessary working" prevents them from acquiring that necessary skill.

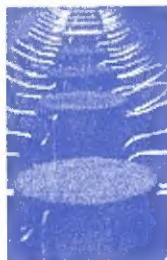
World famous musicians use it to prepare their concerts during travelling.

Timothy Gallwey wrote "The Inner Game of Tennis".

In 1955, Professor R. Freeman Butts remarks, "The chances for new ideas from people with different backgrounds are limited in a system that breeds its own teachers in its own schools and then gives them professional training in its own teachers' colleges."

I found relatively little concern among teachers or inspectors to re-examine fundamentally their practices or assumptions."

Unfortunately, to no avail. The Educational Hierarchy is like Antarctica: frozen.



**"No More Tables"**

## 10



## Numeracy is the foundation of Mathematics.

Numeracy is the foundation of Mathematics.

To be effective and efficient, it has to be taught in a direct and practical way, which means without involving intelligence because that is the most unreliable factor in learning. Besides, the period between the ages of seven and fourteen is one of programming, not of understanding. You don't have to be a mechanic to drive a car.

The numbers themselves lead the way. You shouldn't have to rediscover what was discovered a long time ago, so leave your fingers alone. You can't score goals while doing up your shoelaces.

Any artificially designed method- New Maths for commercial reasons- is based on the fact that Maths students must understand because we have been indoctrinated for years to believe that. It is negative. It activates the failure-mechanism.

Forget about the so-called experts. They have closed doors that should have been left open or at least ajar. If someone says that it can't be done, someone else has already done it (Chinese Proverb)

"Show the necessary working," is the request in High Schools. "We want to check whether you did understand because, if you didn't, we will show you where you went wrong." It invariably means that the foundation consists of quick sand. Poor kids, they could do so much better.

In the Dutch Merchant Navy, I learnt to

see. It's not enough to understand why you must not hit an iceberg head-on. You must see it first!

It is totally different from watching T.V. though.

Numbers are like icebergs. They are quiet and motionless, but not treacherous.

Many Primary School children will say that  $8-3=11$ . When you ask them why they give such a funny answer, they will tell you that there are more sums with +, and that they didn't see the -.

The most frequently made mistake in High School occurs when expanding an expression like  $-3(2 \times 5)$ .

It is totally useless to understand or to remember that two negatives make a positive if you didn't see them!!

Students have to be taught what to look for, where to look and, above all, to see.

For most students, the skills needed to do Maths are universal and therefore more important than the subject itself. Since it is abstract and free from opinions and emotions, it is an excellent vehicle to take on that function.

Fortunately, the ability to see and to remember can be improved to an amazing degree.

In the case of 6% of 200, you tell them to ignore the two noughts on either side and that the answer is 12. "No," says the school, you must write what it looked like fifty years ago:  $6/100 \times 200 =$  no, not yet. You must first cross out the 200 and the 100 and replace them by 2 and 1 respectively  $= 12/1$  (twelve over one; ruined for life)  $= 12$ , tick.

The first answer yields 1/2 mark because the student didn't....

The second one yields 1 mark because the student did.....

When these students leave school and start to work for a Real Estate Agent, they have to be recycled because you must not fiddle around like that in front of customers.

Another classic presents itself during the H.S.C. when students are asked to calculate the perimeter of a 10 by 8 rectangle. Two possibilities: they mix it up with area although the meaning is in the word itself (around measure) or they will only add the measurements of the marked sides because they didn't see the unmarked ones.

To try and overcome this problem, a formula is now given, which will make it even worse.

How on earth can these students eventually be useful to a Master Builder? The tragedy is that they're not at fault.

Formulas and fingers are a hindrance. Repeating the question is another drawback. Isn't it quicker to see Ayers Rock than it is to say that you see it? Of course it is!

Eyes operate at a speed one million times faster than sound. Shouldn't they be your messengers to activate the memory bank?

Learning number facts should not be different from recognising and subsequently memorising the names of classmates. It has nothing to do with understanding.

### VIDEO REHEARSALS

In October, twelve keen and alert Primary School students will be needed to participate in the production of

### NUMBERS IN A NUTSHELL.

In order to familiarise them with the totally new way of learning all the basic number facts, lessons will be provided in the August-and September issues of The Bush Telegraph.

For more details, ring AART on 45 728 568

## THE PAST

Primary Maths mainly means Numeracy, the fundamental prerequisite for doing Secondary Maths.

Many people readily admit – often with a smile – that they were never good at it, obviously referring to their school days.

It's not finding the area of a triangle, calculating 5% of 200,  $10 \times 25.6$  or finding  $x$  when  $2x=12$ ; they are scared of numbers! They are instantly confused as soon as they see them; all rational thinking stops. Their reaction to numbers is like suffering from allergies. As far as Math is concerned, performance is obstructed by two **Conditioned Reflexes** (Pavlov). Many **students switch off** at the **sight** of numbers and at the **sound** of teachers. That's why the average mark of topic tests is only 45% for all levels.

School are like reject shops; they only measure failure. Numeracy and Spelling have never been taught; copying times tables and wordlists is a

useless **chore** because the brain cannot absorb pure data; it has to be seen through the spectacles of an idea (Edward de Bono). When interest is non-existent, there is no learning. Unfortunately, first people form a habit, but then the habit forms the people. Resistance to change is the result.

An inventive, inquisitive mind was needed to end the Scholastic Dreamtime.

## THE FUTURE

Thanks to number patterns never discovered before and Bark's Discovery Method, Primary Maths can now be dealt with in 6 lessons instead of 6 years!

Education Minister, major private schools and now Turnbull as well, have blatantly ignored my expertise because it is seen as an attack on cows that have earned the right to be sacred (Edward de Bono).



**Chinese proverb:** If someone says it can't be done, someone else has already done it.

Owing to the stranglehold of traditional teaching all students, regardless of age, must start at the beginning to foster looking and seeing because Numeracy is a visual subject; numbers are pictures.

The emphasis on understanding is causing the current casualties because it relies on unreliable intelligence instead of on reliable eyes. Besides, **up to the age of 10 or 11, a child's brain is only a quarter of an adult one!!**

(Um a História da Linguagem)

Bark's Discovery method fits in with the fact that **children are genetically wired to be curious.**

## LEARNING BY EXAMPLE 2.

**GIVEN**

**THE TASK**

<b>6x2</b> <b>12</b>	<b>6x6</b> <b>36</b>	<b>6x8</b>	<b>6x4</b>
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In this case, the **visual recipe** yields 4 answers; it beats rote learning because new knowledge is now acquired via an inner process, thus enhancing recall. Different examples and tasks follow in quick succession which suits the modern mind.

It is now possible to revise the entire Maths programme in a very short time because it only needs 6 pages at the end of the course to find **tasks** and **answers**. One of the very important techniques in Professional Memory Training is **Visualisation**. With eyes closed, students see an example in their mind's eye. Then they pull it apart and put it together again a couple of times.

Maths is no longer taught as an end in itself; it has become the **medium** to train the universal skills needed to perform an almost unlimited number of activities ranging from mowing lawns to landing on the moon.

Maths has now lost its traditional and arbitrary importance. **Paradoxically**, students will now no doubt be better at it.

## The Win-Win Phenomenon

- Since Pythagoras, famous mathematicians like Euler, Fibonacci, Napier and Descartes discovered the **complexity** of numbers. After my death in a few years-definitely not before-I might be remembered as the one who discovered the **simplicity** of them.
- Together with my practical Discovery Method-not Piaget's philosophical one-this unique combination will **eliminate** Pavlov's conditioned reflexes that inhibit students to think clearly.  
They now work at their own pace and ability (Free Range Learning). They are in a class but not of it; they each **contribute a positive energy!**
- They either leave a given task till another day for the already activated brain to find a solution or ask for assistance. Under no circumstances must assistants provide answers! They must only prompt; the students must do the thinking.



That requires a technique that can only be practised when teachers become learners themselves because you can only teach when the teacher is not. Likewise, you can only observe when the observer is not (Krishnamurty).

- Free Range Learning creates the opportunity to improve the intellectual education of children thus solving the world-wide problems caused by the traditional dogmatic, authoritarian ways of teaching culminating in writing lengthy reports and allocating fictitious marks.
  - Work with children has already shown a sensational break through in learning because Maths has now become more accessible to the modern student addicted to commercial entertainment. Only electronic headgear could possibly produce similar results, but will turn children into robots, not students.
- It's not the apes we come from, it's where we are going!**

# Uneducational Education

Schools are like Reject Shops.

There exists no other enterprise in the world where the quality of the product – the student – is measured in percentages ranging from 0-100. Survival of the fittest, the top 10. The recipients of scholastic Oscars are used to advertise the excellence of the school's performance.

## The writing on the wall

1. "Those who can, do. Those who can't, teach."  
(G.B. Shaw 1856-1950). Consequently, those who can should teach(Charles de Gaulle)!
2. **Assumptions underlying Australian Education. 1955**  
(Prof. Freeman Butts): The chance for new ideas, different backgrounds and widening experiences are limited in a system that breeds its own teachers in its own schools and then gives them professional training in its own teachers' colleges. I found relatively little concern among teachers or inspectors to re-examine fundamentally their practices or assumptions. I did not find a widespread eagerness to think hard and long about the theory of education."
3. **The Bulletin (15 May, 1976).** Australia's Educational Scandal: "We're turning out millions of dunces."
4. The Bark Report – about 600 pages – 1998 Compulsory Incompetence in Maths & English and what we can do about it.

5. Endangered Minds (Jane M.Healy, PHD) why children don't think what we can do about it.
6. The ability to remember has decreased by 10% (National Geographic) I suspect through the constant use of Internet, reminders and a myriad of warning signals. Sadly enough, in school, remembering has always been in the form of one negative, authoritarian command: "Don't forget!"
7. **For whom the bell tolls.**

**The Daily Telegraph, March 15, 2017**

The headlines: "Real reason our students are falling behind. School under Brat attack. The Federal Minister demands zero tolerance on bad behaviour to solve classroom crisis." He wouldn't have a clue how to satisfy that demand. He doesn't even see that the "Brats" haven't learnt to write like those mentioned before. Their protest is in the form of disruption, noise, drugs, drink driving, vandalism and setting schools on fire! The inmates of the Correctional Centres want better service. They're sick of scoring 40%. Teachers don't want to admit that such a dismal mark reflects the quality of their own performance as well. The yearly reports are as complex as those written by criminal profilers for the F.B.I. Maths tests always start with something akin to Court orders stating demerit points and penalties. Carl Rogers is the only person bold enough to suggest what has to be done to salvage the Educational Titanic



because it is sinking rapidly!

He writes: "If we did away with the expert, the certified professor, the certified professional and the licensed psychologist, we might open our profession to a breeze of fresh air, to a surge of creativity such it has not known for years. It took me 60 years to understand why! When schooling became compulsory in order to prepare young people for the workforce, the worst thing the Government did was to employ academics who were only able to teach the traditional subjects. In doing so these subjects became ends in themselves: Maths 45%, English 60%, French 50%...

After 200 years, the situation hasn't changed because first people form a habit and then the habit forms the people, in this case the static, self-satisfied untouchables suffering from tunnel vision.

Measuring failure cannot possibly be called education; it's more like a smiling bullet! For 12 years students are classified according to what they can't do.

When hopefuls apply for a job, employers want to know what they can do!

To avoid breeding mostly Centrelink customers, it should finally be obvious that this inbred system is due for a major overhaul in order to cater for the practically unlimited number of activities ranging from mowing lawns to landing on the moon. The pathetic invention of work experience for year 10 students is meant to give

teachers a break from controlling rowdy classes.

Forget about ADHD! Children labelled with this acronym are those who play for hours with their mobile phone; they have an enormous attention span!

Eighty years ago, the word dyslexia was unheard of; everybody could read. Traditional subject orientated lessons are inadequate to reach modern children. The time that they should be seen and not heard is long gone.

They are not necessarily more or less intelligent, but they are certainly smarter, outspoken and demanding because of TV exposure. They have become victims of modern technology and global commercial indoctrination.

It has now reached the stage that far too many students automatically switch off as soon as teachers start explaining.(Pavlov's conditioned reflexes!)

Unfortunately, new ideas are lured into a cul-de sac and then quietly strangled.

Change is no more difficult than the decision to implement it.

There are two opposite ways to improving a process.

Vertical thinking is digging an existing hole deeper;

lateral thinking is trying elsewhere. (Edward De Bono)

The Educational Hierarchy decided to opt for the first one. That meant that existing subjects remained ends in themselves because the decision makers didn't want to

become obsolete. They created a goose that would lay golden eggs. After all, change had to be seen. Under the guise of it, a committee with typical bureaucratic credentials introduced a procedure called Taxonomy, thereby emphasising the importance of the few subjects once more. Teaching remained the same, only the philosophy changed. If Moses had been a committee, the Israelites would still be in Egypt!

A simple index for a Maths book for instance, became a complete manual consisting of writing objectives to clarify the goals of instruction and to examine the different types of learning that take place. However, when students switch off, learning is non-existent; the cure is worse than the disease. Writing the outcomes of the cure is an even more deceiving ploy to make parents believe that all is well.

Example: At the completion of this course, students will have approached (hence the 40%) everyday mathematical problems confidently! Yes, because the cash registers do the missing 60%! Telling and testing instead of teaching; statistics are more important than the stunned students. Although you can take a horse to the water, you can't make it drink.

Owing to yearly changes and arbitrary non-essential additions, the book-exchange system was abandoned. Maths books increased in size from 200 to 700 pages crammed with subliminal advertising. They are

seductively selling a way of life. The use of multicultural names is part of the betrayal.

Simple calculations have become short stories about Mohammed wanting to buy an electric guitar with an amplifier. Fatima needs to buy balloons and ice cream for her birthday party (Maths in Society).

Like commercial magazines, the lay-out of these atrocities is based on the Pareto Principle; only 20% is dedicated to the lesson in question.

The Manufactures of Need have welcomed the heavier books because it created the opportunity to produce bigger and more expensive bags despite the back ache problems worldwide. As matter of fact, we don't need books at all because all Primary-and Secondary School subjects-will fit on one USB, thus saving the world's forests from extinction.

In order to eliminate resistance to change (Maxwell's 12 reasons), the Board of Studies has to be dismantled. As the very name implies, the impractical members of this PHD club are utterly incapable of finding a successful way to create a smooth transition from schools to universities or to a secure and steady employment. At the moment, students have to be recycled to fit in.

The performance of these educational generals are like those involved in the Gallipoli disaster.

These generals with their colourful distinctions and purely academic credentials must be replaced by



practical people like creative men and women in charge of large institutions and corporations.

We can keep the rank and file, the soldiers so to speak. Like the students, they deal with failure; disheartening to say the least.

### **The New Millennium School**

Interest promotes learning; that's why all students get their driver licence!

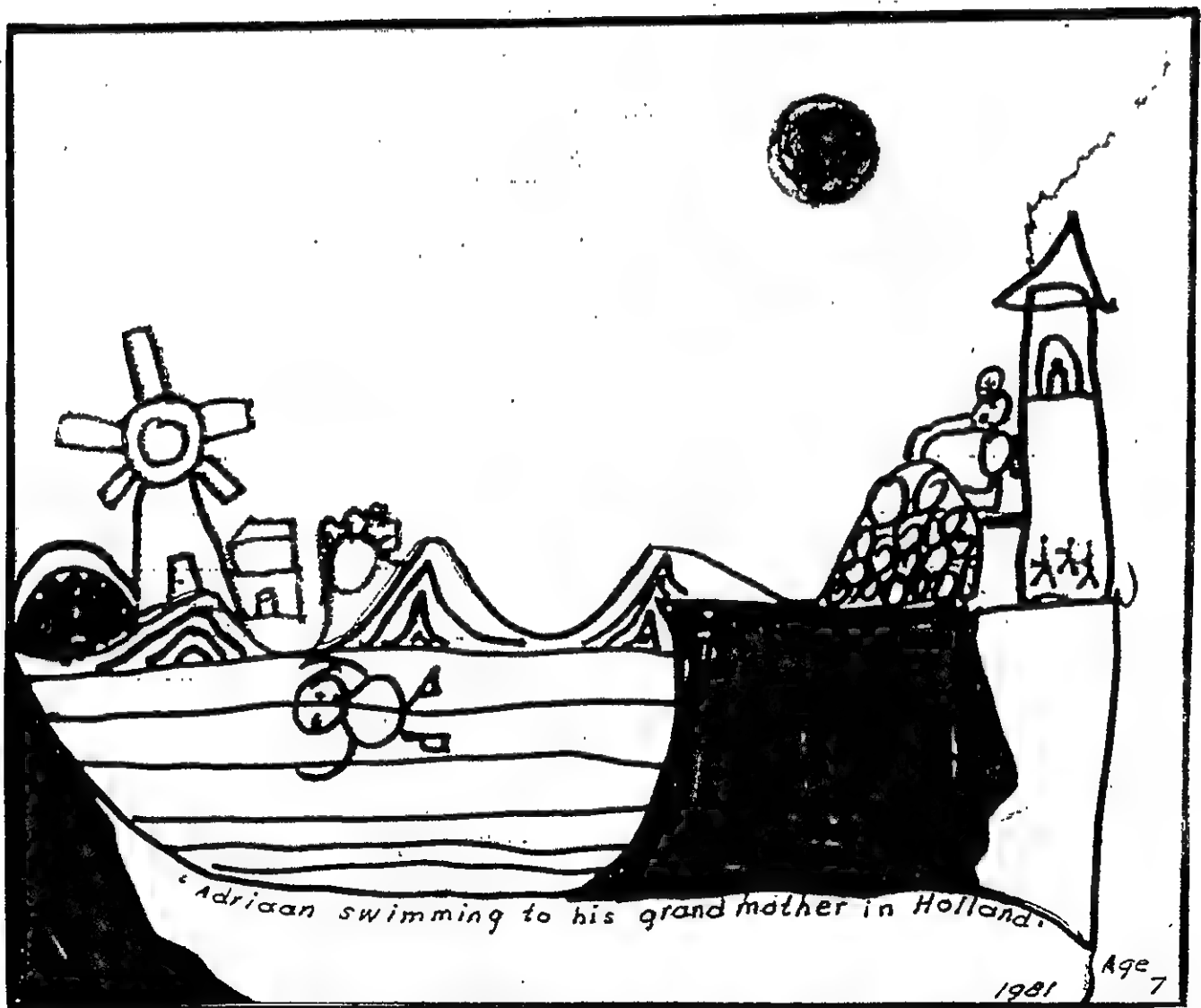
To foster it, schools must use the same psychological techniques as TV producers. That means that students must be exposed to, instead of constantly tested on, a particular topic. That means no homework, exams or reports. Assuming what students are capable of, and when topic must be introduced-the syllabus-is the greatest hindrance in the present set up.

Thought, memory and routine are the fundamental prerequisites to do any activity successfully.

When exact subjects become catalysts to develop them, they will lose their stereotype importance, thus making it more accessible to a resistant mind.

Something compulsory-in this case going to school-automatically leads to rules, regulations and authority with the rigidity of Ayers Rock! We already know from 200 years' experience that it is not possible to teach a class in which all students score 100% no matter how many levels and progressive stages within these levels are used. The retarded system will never ever yield the

stated outcomes. The only way to solve the problem of attending to each individual level of intelligence is to adopt "Free Range" learning, similar to the once popular SRA reading and comprehension system.



## **Beware!**

Usually, adults decide what's good for children. As I said before many readily admit that they were not good at Maths so they baulk at having to discover answers themselves; they were so used to being told, that Pavlov's conditioned reflexes stops them from having a neutral judgement. You can only judge when the Judge is not!

## **Resistance to change**

- Animals readily accept food regardless of the provider.
- A new mobile phone or life-saving medication becomes an instant success regardless of the inventor or the producer.
- Maths teachers, however, won't be interested in having their hard earned professional status undermined by the inventive and inquisitive mind of an outsider who tries to demolish the unnecessary scaffolding of the

rigid classical structure of mathematics that, once upon a time, was only for the gifted.

- Politicians are powerless to stop modern commercial education, because they are manipulated marionettes in the global monetary circus. Those in Opposition use out-of-date bait to lure Constituents.

Fortunately-when united-parents have the numbers to protest and demand Free-Range Learning, including new discoveries and Professional Memory Training techniques that promote an alert mind. They have to protect their children from just becoming gullible consumers who can only read advertisements, cryptic text messages and newspapers. Metaphorically speaking, schools are like the parents of Hansel and Gretel. The poor kids can't see the wood for the trees. I use pebbles so that they won't get lost.



# English

- Children go to school to learn; every activity must be a lesson.
- To minimise the number of mistakes, teachers must not ask questions or test. That also means no homework consisting of trivial pursuit or exercises.
- Assignments. Copying is a chore that will only be remembered as a nuisance.
- No artificial exercises, involving missing words or finding spelling errors.
- Just as well children can speak before they go to schools.
- To increase their still limited vocabulary and to widen their command of the language, they must be exposed to examples of good, complete English, preferably at a level 2 years above their age.

**Good grammar is then automatically taken care of.**

# New skills: reading & writing

- It's by **hearing** that you will learn to **speak**. It's by **hearing** and **speaking** that you will best **learn** to **read**.

This is the whole wisdom in a nutshell to perfect reading skills.

- Writing has to be practised; it's a physical activity. It should be in the form of artistic calligraphy, because that requires attention and concentration. That means teachers must not stipulate that, initially, students **must** use a HB pencil. It's a negative procedure because it assumes that children are expected to make mistakes before they even start writing.

Use Faxblac 0.4 instead.

Creating a class consisting of students with – and without pen license is an educational blunder; it's discrimination!

- Writing also means committing coherent thoughts to paper in a language without spelling mistakes.
- My creatively linguistic method with its different strategies is unique!

- Children are shown how to remember the seemingly endless number of spelling patterns. **Metallic** shows that **metal** ends in **al**, not in the similar sounding **el**, **le**, **il** or **ol**! However, that knowledge might be useful to some, but the thinking progress is for all, and perhaps more important. It's called education, it has been absent in schools for the last 50 years!

## Logical progression

- The letters themselves are the pictures! **SOUND** and **SHAPE** in one operation!
- **From letters to words.**
- Showing a series of unrelated words(sight words) has caused the present disaster. Ninety percent of children with reading difficulties are mechanically minded boys; they want to know how something works! Dyslexia is the result of this erroneous, non-linguistic approach. Children will only be able to recognise words like crocodile or steam engine. When they see **what, that, hat, brown, own, with, this, thought, taught**, they're lost! We must make use of the knowledge that the mind is a pattern making and a pattern using system.

That's why it is wise to start teaching the 1400 regulars, words with the same spelling pattern. They are arranged according to the 15 basic sounds in Bark's Spellaphone Book.

Maria Montessori said that she would have adopted this method if she had spoken English!

- **From words to sentences**
- All the above words appear in a flowing context to promote reading fluency. Absurd situations will be remembered!
- **From sentences to stories.**
- They contain the prescribed words for Primary- & Secondary Schools.
- **Modelling and memory reading:** the only natural way to deal with the inevitable combination of phonic and whole word(Tutorial page 43).
- Creative writing should only start in Secondary Schools. Primary Schools should only deal with sharpening the 5 senses.





**trousers**

(trao-zerz)



1.

**toilet**

(toy-let)

## WRITING

2.

### LANGUAGE BOX

#### COMPARE AND CONTRAST

**To contrast** means to **show** differences. Here are some useful words and phrases which can be used to describe **differences**:

- ▷ whereas
- ▷ different from
- ▷ however
- ▷ whilst/while

#### Academic Task 1

4

January is the \_\_\_\_\_ month of the year. There are on average 20 days of rain in that month.

Identify the statements, data and comments in the following

5

For the first three months digital television production increased from about 500 televisions per month to just under 1000 per month. This was an increase of about 500 televisions produced for the period. Over the next six months the number of televisions produced fluctuated at around 800 televisions per month. For a period of five months production remained at approximately just over 700 televisions per month. There was a slight upward trend for the next seven months to a peak of nearly 900 televisions produced per month before production decreased rapidly by about 200 televisions per month to around 100 televisions per month.

Sentences can begin with verbs, adjectives, adverbs, adverbial phrases, adverbial clauses, noun phrases and noun clauses.

3.



6

Ripe and juicy, the plums hung invitingly from the branches.

## PARENTS PROTEST!

But Beware! Only organised Revolt will Attract Attention.

### Possible Actions

1. Only send your children to school 1 or 2 days per week.
2. Stop paying fees.
3. Stop raising money.
4. Ban the tuckshop.
5. Throw all homework sheets in the recycling bin.
6. Ignore request to do projects.
7. Don't buy books.

YEAR 3!!!

Why Peple migreat Australia  
Peple came to Australia because  
this country is poor other peple migrea  
thier to Australia because they want  
a better life also they want things  
like FAXBLAC OVER COMPULSORY HB PENCIL ✓

⑥ points?

- Better jobs and pay
- Quality of life est low pollution space
- Education Australia has a high Education
- Peple can bring more members of there
- Australia is a multy cultural Country
- Safe and Clean
- Climate Australias got hot parts or cold

## **Deliberate educational genocide**

The previous atrocities are meant to confuse both teachers and students; hence Australia's dismal international ranking.

1. If the pictures are deleted, the beginner cannot read the English words and certainly not the "Russian" version, the international phonetic script is of course far beyond the comprehension of young children.
2. The brain cannot absorb pure data; it has to be seen through the spectacles of an idea. **Telling is not the same as teaching.**  
Lessons are like the script of a play: **dormant.**  
A teacher must be an actor to imbue it with life.

## **Academic ?**

3. Trivial pursuit questions and statistics are unsuitable for learning to read.
4. The inevitable commercial! Economics or English?
5. The picture is twice the size of the sentence.  
All books are now published according to the Pareto Principle: one quarter text, three quarters pictures and advertisements, magazine style.

## Maths & Myth

- You don't have to be a mechanic to drive a car.
- You don't have to understand Maths to become a mathematician.
- **Eyes see** what has to be done.
- You only have to **remember the Bark Recipes** to solve the problem.
- No incomprehensible definitions.
- Practice makes perfect.
- Quality instead of quantity.
- If you explain too much, you explain nothing!
- Particular topics appear once only.
- Bark's Discovery Method was only conceived in 2018. It challenges the more advanced student.
- The **thinking** is educational, not the ability to master the subject; that's only training.



# Eyes & Memory

- **Remembering Numeracy recipes** is like remembering the names of classmates.
- Doing Maths is like remembering and applying the Road Rules.
- Unfortunately, these simple metaphors would undo the indoctrinated belief that Maths must be understood for it to remain a prestige subject; hence the incomprehensible pedantic jargon.

1. **Multiplication** is the combining of equal groups. The process of multiplication is called the operation of multiplication. It is one of the four mathematical operations – an algorithm. In mathematics the multiplication symbol is  $\times$ .  
**Multiplication words:** multiply, equals, groups, lots of, bundles, array, product, makes, of, rows, doubles.

## 2. How to change mixed- to improper fractions:

Multiply the whole number part by the dominator.

Add on the numerator of the fraction part.

Place this total over the denominator of the fraction part.

- To confuse the poor students even further, they are given two-or three different methods to solve pre-calculator professional procedures according to the erroneous philosophy that each child learns in the different way.

**Free Range Learning** is based on the knowledge that some children need more time than others to master a particular topic.

## **From: DEVELOPING THE LEADER WITHIN YOU**

**BY: JOHN. C. MAXWELL**

### **A Historical Account of Resistance to Change**

**There is nothing more difficult to undertake, more perilous to conduct, or more uncertain in its success than introducing change.** Why? The leader has for enemies all those who have done well under the old conditions and only lukewarm defenders in those who may do well with the change.

**Resistance to change is universal.** It invades all classes and cultures. It seizes every generation by the throat and attempts to stop all forward movement toward progress. **Many well-educated people, after being confronted with truth, have been unwilling to change their minds.**

For example, for centuries people believed that Aristotle was right when he said that the heavier an object, the faster it would fall to earth. Aristotle was regarded as the greatest thinker of all times and surely he could not be wrong. All it would take was for one brave person to take two objects, one heavy and one light, and drop them from a great height to see whether or not the heavier object landed first. But no one stepped forward until nearly 2000 years after Aristotle's death. In 1589, Galileo summoned learned professors to the base of the Leaning Tower of Pisa. Then he went to the top and pushed off two weights, one weighing ten pounds and the other weighing one pound. Both landed at the same time. But the power of belief in the conventional wisdom was so strong that the professors denied what they had seen. They continued to say Aristotle was right.

With his telescope, Galileo proved the theory of Copernicus, that the earth was not the centre of the universe; the earth and the planets revolve around the sun. Yet, when he tried to change people's beliefs, he was thrown into prison and spent the rest of his life under house arrest.

**Resisting change can unwittingly affect one's health and life, as the following account portrays.** Hippocrates described scurvy in ancient times. The disease seemed to especially plague armies in the field and cities that were under siege for long periods of time. Later, following the discovery of America, when long sea voyages became common, scurvy became rampant among sailors. Little was known about what caused scurvy and less about its cure, although elaborate theories and remedies were prescribed. None of them was completely effective and most were worthless.

In 1553, Cartier made his second voyage to Newfoundland. Of his 103-man crew, 100 developed agonising scurvy and were in great anguish when the Iroquois Indians of Quebec came to their rescue with what was described as a "**miraculous cure.**" **The Iroquois Indians gave the sick sailors an infusion of bark and leaves of the pine tree.**

In 1553, Admiral Sir Richard Hawkins noted that during his career on the high seas, ten thousand seamen under his command died of scurvy. He also recorded that in his experience **sour oranges and lemons** had been most effective in curing the disease. Yet these observations had no sweeping effect in bringing about an awareness of what could prevent scurvy, and the observations of this admiral went unheeded.

James Lind, a **British naval surgeon**, who later became the chief physician of the Naval Hospital at Portsmouth, England, published a book in 1753 in which **he stated explicitly that scurvy could be eliminated simply by supplying sailors with lemon juice.** He cited many case histories from his experience as a naval surgeon at sea; he proved that such things as mustard cress, tamarinds, oranges, and lemons would prevent scurvy. In fact anything that

contains enough vitamin C, which is most abundant in citrus fruit, tomatoes, and to a lesser degree in most green vegetables and other fruits; will prevent scurvy.

You might rightfully expect that Dr. Lind would have been highly honoured and praised for his great contribution, but the reverse is true. **He was ridiculed.** He became frustrated and remarked bitterly: "Some persons cannot be brought to believe that a disease so fatal and so dreaded can be cured or prevented by such easy means." **They would have more faith in an elaborate composition dignified with the title of "an antiscorbutic golden elixir" or the like.** The "some persons" to whom Dr. Lind referred were My Lords of the Admiralty and other physicians. **In fact they ignored Dr. Lind's advice for forty years. One sea captain did take his advice - the now famous Captain James Cook, who stocked his ships with an ample supply of fresh fruits.**

**The Royal Society honoured Captain Cook in 1776 for his success, but the officials of the navy ignored his report. Not until 1794, the year of Dr. Lind's death, was a British navy squadron supplied with lemon juice before a voyage. On that voyage, which lasted twenty-three weeks, there was not one case of scurvy, yet another decade passed before regulations were enacted requiring sailors to drink a daily ration of lemon juice to prevent scurvy.** With this enactment, scurvy disappeared from the British Navy.

The needless loss of life, simply because masses of people were resistant to change, was more than unfortunate. It was outrageous. **Don't let your attitude toward change or your predisposition to avoid it create detrimental hindrances to your own personal success as a leader.**

### Why People Resist Change

In a "Peanuts" cartoon, Charlie Brown says to Linus: "Perhaps you can give me an answer, Linus. What would you do if you felt that no one liked you?" Linus replies, "I'd try to look at myself objectively, and see what I could do to improve. That's my answer, Charlie Brown." To which Charlie replies, "I hate that answer!"

There are a number of reasons why many of us, like Charlie Brown, resist change.

Narrowmindedness causes people to be unwilling to accept new ideas.

Change isn't self-initiated.

When people lack ownership of an idea, they usually resist it, even when it is in their best interests.

Routine is disrupted.

Habits allow us to do things without much thought, which is why most of us have so many of them. Habits are not instincts. They are acquired reactions. They don't just happen; they are caused. **First we form habits, but then our habits form us.** Change threatens our habit patterns and forces us to think, re-evaluate, and sometimes unlearn past behaviour.

Change creates fear of the unknown.

Change means travelling in uncharted waters, and this causes our insecurities to rise. Therefore, **many people are more comfortable with old problems than with new solutions.** Some people are open to change as long as it doesn't inconvenience them or cost anything.

The purpose of the change is unclear.

Employees resist change when they hear about it from a second-hand source. When a decision has been made, the longer it takes for employees to hear and the further the desired change is from the decision-maker, the more resistance it will receive. That's why decisions should be made at the lowest level possible. The decision-maker, because of close proximity to the issue, will make a better decision and those most affected by the decision will know it quickly by hearing it from a source close to them and to the problem.

### Change creates fear of failure

Elbert Hubbard said that the greatest mistake a person can make is to be afraid of making one.

### The rewards for change don't match the effort change requires.

### Change requires additional commitment.

People will not change until they perceive that the advantages of changing outweigh the disadvantage of continuing with the way things are.

People are too satisfied with the way things are. Tradition resists change.  
They choose to die rather than choose to change.

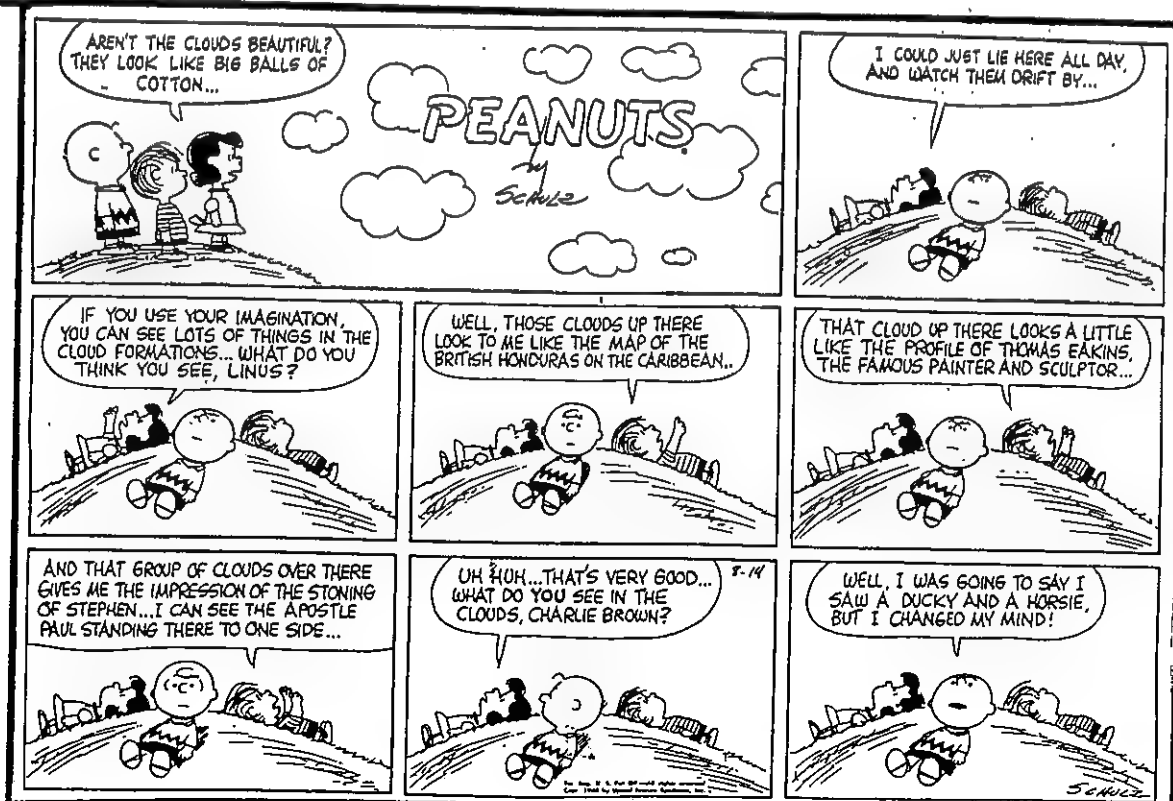
### Change won't happen when people engage in negative thinking.

Regardless of the present, the negative thinker is disappointed in the future.

- Don't look - you might see.
- Don't listen - you might hear.
- Don't think - you might learn.
- Don't make a decision - you might be wrong.
- Don't walk - you might stumble.
- Don't run - you might fall.
- Don't change - you might grow.
- Don't live - you might die.

### The followers lack respect for the leader

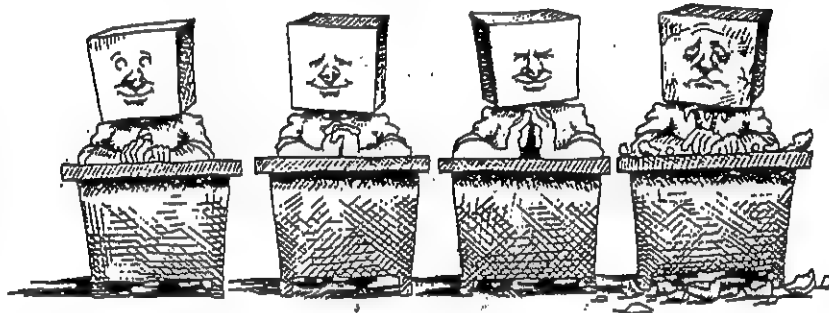
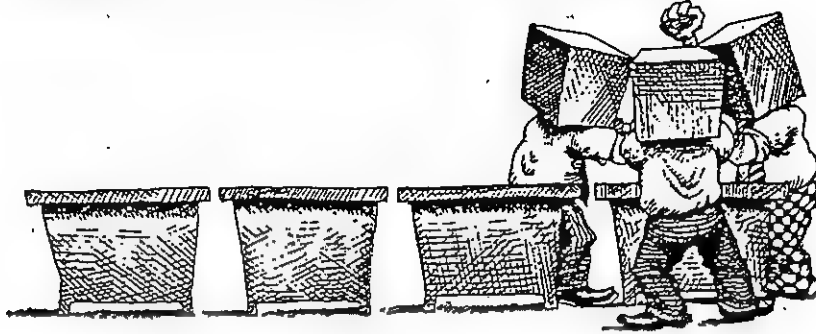
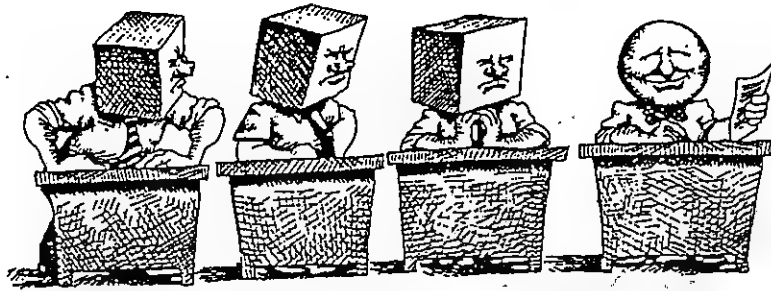
The leader is susceptible to feelings of personal criticism.





# n a r r o w

# m i n d



*The effect of the bureaucracy on the creator is either to force him out of the organization by requiring him to submit to boring routine work or to stifle his creativity and let him lapse into bureaucratic apathy.*

Miss E. Beaver, a probationer primary teacher, was highly gifted intellectually. Being inexperienced, she put into practice what she had learned at college about making allowances for pupils' individual differences. As a result, her brighter pupils finished two or three years' work in one year.

The principal was very courteous when he explained that Miss Beaver could not be recommended for permanent engagement. He knew she would understand that she had upset the system, had not stuck to the course of studies, and had created hardship for the children who would not fit into the next year's program. She had disrupted the official marking system and textbook-issuing system, and had caused severe anxiety to the teacher who would next year have to handle the children who had already covered the work.

### *The Paradox Explained*

*In most hierarchies, super-competence is more objectionable than incompetence.*

Ordinary incompetence, as we have seen, is no cause for dismissal: it is simply a bar to promotion. Super-competence often leads to dismissal, *because it disrupts the hierarchy, and thereby violates the first commandment of hierarchal life: the hierarchy must be preserved.*

# t u n n e l

# V i s i o n

1 X 6 = 6
2 X 6 = 12
3 X 6 = 18
4 X 6 = 24
5 X 6 = 30
6 X 6 = 36
7 X 6 = 42
8 X 6 = 48
9 X 6 = 54
10 X 6 = 60
11 X 6 = 66
12 X 6 = 72

# CLASSROOM RULES

FOR UNIQUE INDIVIDUALS

## You should:

SINCE 1966

Write out this week's times tables twice each. Monday

- ✦ Sit properly
- ✦ Work quietly and independently
- ✦ Be prepared
- ✦ Line-up promptly
- ✦ Be punctual
- ✦ Not walk around
- ✦ Not disrupt others
- ✦ Listen attentively
- ✦ Respect others and their property
- ✦ Be courteous
- ✦ Complete set work
- ✦ Not call out or interrupt
- ✦ Do your best
- ✦ Be co-operative

✦ No Graffiti



1 X 4 = 4
2 X 4 = 8
3 X 4 = 12
4 X 4 = 16
5 X 4 = 20
6 X 4 = 24
7 X 4 = 28
8 X 4 = 32
9 X 4 = 36
10 X 4 = 40
11 X 4 = 44
12 X 4 = 48

RESISTANCE TO CHANGE!

5S Homework

Write out this week's times tables twice each. Thursday

## THE TYRANNY of TEACHERS

ACKMAIL: (Collins Dictionary)

the exertion of pressure or threat, especially unfairly, in an attempt to influence someone's  
actions.

om: Schooling and Concrete Operations, page 60:

ults understand that rules are a system of regulations that can be replaced by another system, but  
children see them as fixed, necessary, and arbitrary.

the danger, then, is that we will exploit their literal-mindedness in order to manipulate rather  
than educate them.

ments of these children also get caught in the trap of the literal-minded thinker.

any parents reports being upset and frustrated when they try to help their children with schoolwork.

children comment, "But that's not the way the teacher wants us to do it!"

### HAIR-RAISING EXAMPLES

Mistakes must be imprisoned in parentheses and preserved for posterity.

If you produce liquid paper (used by adults), the student instantly explodes:

"WE ARE NOT ALLOWED ....., I'LL GET INTO TROUBLE!"

I've never been able to discover what the trouble consists of, although that's not even the point; the  
very word alone is the stimulus that is reflected in an inner process, and that's precisely why it is  
immoral.

PLATE-GLASS THEORY (Based on Newtons Law): when hailstones hit the top plate, the  
second one cracks. That's my metaphor. I hope you get the message.

As soon as you attempt to correct something in pen, the student becomes hysterical:

"WE ARE NOT ALLOWED ... (psychology of group behaviour); I'LL GET INTO TROUBLE!"

When work is written in ink (pen-licence), don't dare to use a real pen; it must be biro.

"WE ARE NOT ALLOWED ....., I'LL GET INTO TROUBLE!"

Texta colours are banned; you might produce something artistic:

"WE ARE NOT ALLOWED ....., I'LL GET INTO TROUBLE!"

The list is endless, and, of course, there's always a reason,  
so don't make a decision, you might be wrong.

ementary schoolchildren progressively develop more arbitrary, more stereotyped ways of thinking  
e longer they remain in school.

# BLUEPRINT

For The

## New Millennium School



CATTAI  
SCHOOL  
OF AART

R  
R  
R

THE 3RS  
THE  
PROFESSIONAL

The Key to Learning  
is Interest

Suggested Changes

No Line Up  
No Uniforms  
No Reports  
No Marking  
No Exams  
No Maths without Numeracy  
No Homework  
No Assignments  
No Projects  
No Class Positions  
No Blackboard Copying

STOP Raising Money!

Execution of the New Ideas

A New Type of Teacher

Further Suggestions

Changing the old commercialised school is no more difficult than the decision to do it. After reading book 5, that decision should be easily made.

To implement that change, only a bloodless coup is needed; it must definitely not lead to chaos. That can only be done by keeping The Department of Education and most of its employees in place because we only want a NEW DEAL for all compulsory students. The main aim is to make their transition to the workforce a natural one without them having to be recycled.

Success of this Educational Revolution will entirely depend on a sufficiently large group of parents and citizens who are determined as well as courageous enough to DEMAND a change for the better. They might even persuade teachers and company directors to put pressure on the Minister. In Marketing, these people are called The Early Adopters; they are the pioneers to spread the word. I have already shown that individual letters are politely answered and then ignored. A High School used as a role-model would be ideal. After all, the present dreamtime system was blindly adopted without any pilot-scheme; the rigged research conducted by an alchemic hermit living on top of Mount Everest should be ignored.

Fortunately, parents have the numbers: the parent-teacher ratio is about 40:1. The philosophy is simple: If you can't reach the head, you start with the feet because they are closer to the ground.

Unfortunately, parents obviously never realised that they COULD have such an enormous influence; they just accepted, perhaps sometimes begrudgingly, the bluff, the blackmail, the bullying, the threats and the self-imposed authority of the ruling minority. Strangely enough, the sought-after ideals are already in place albeit only in the syllabus, expensive Private School advertisements and misleading propaganda during Education Week. "If you want peace, prepare for war". That's why parents should know the reasons for "RESISTENCE TO CHANGE".  
(pages 144 & 145 in book 5)

However, the idea of allowing students to reach their full potential-with Free Range Learning – can only become reality when the present class set-up according

to age is abolished. The arbitrary three levels aren't much good either because the average is always around 50%. A spokesman for the Department, obviously playing two-up on Anzac Day, maintained that it was actually a fair and realistic result. Educational High-Jump: The bar is set to let 50% fail. No wonder many resort to Home Schooling.

It is absolutely absurd to MAKE students spend 6 years doing Maths if they can easily do it in two or three by using MATHS MASTER. Once done, topics shouldn't have to be attempted over and over again for the sake of doing outdated exams. Consequently, a lot of time will become available to do other things; learning languages for instance.

Stating that 100 hours must be spent in one school year is only based on the lowest common denominator, to employ a certain number of teachers as well as on the constipated unprofessional, inefficient, blood-curdling and hair-raising ways Maths has to be taught despite the fact that The Board is only interested in results. That interest has obviously gone sour. Wyndham invited some unemployed cartoonists and cross-word experts to illustrate the crap. He was too stupid to know the difference between specific skills and universal ones. The emphasis is now on teaching; the bait rather than the fish. There are as many ways as religions, obviously leading to more problems than ever before because fundamentalism is dangerous. Experts can now have endless discussions about the right and the wrong way. Worse, methods have to suit the teacher, the student and also both thus following the pattern of ice cream manufacturers.

Pupil-free days were invented to accommodate this time-wasting activity. A hitherto latent group came out of the woodwork to project their early childhood anxieties onto the mental screens of those around them; the underdog became their hero. The Manufacturers of Needs gladly encouraged this new Educational Goose that laid golden eggs.

English has always been presented as if it were a foreign language needed to establish some sort of rudimentary communication between a newly discovered tribe of cave dwellers in Brazil and a fanatic missionary suffering from severe learning disabilities because when HE went to school, the objectives were known but the outcomes hadn't been invented yet.

### THE KEY TO LEARNING IS INTEREST

Under the current Educational Dictatorship, that prerequisite in Professional Memory Training is practically non-existent because you can take a horse to the water but you can't make it drink. However, if students, with the help of non-academic experts, design their own program within the framework of already existing possibilities, that necessity will automatically be satisfied. All they need is a timetable that lists the topics they want to select. To allow this flexible class system to work with even less upheaval than before, the traditional 40-minute lessons should be replaced by four 90-minute ones separated by two 15-minute breaks and half an hour for lunch. Students may even choose to spend a whole week or more on the same subject. It should also be possible for them to stay back and do some overtime.



The New Millennium School might even produce more highly needed tradesmen instead of a surplus of academics with spurious qualifications who set themselves up as specialists weakening the fairy tale situation even further. Under the guise of The Good Samaritan, Councils now support them by way of grants so that they can operate in heritage - listed cottages in order to organise support groups without doing anything positive. During a recent flood in The Netherlands, a Minister remarked that there were more trauma experts than people carrying sandbags.

It would be extremely unwise to upset a good relationship with schools. Actions organised by parents should be the equivalent of striking teachers. It's not a fight between people, it's a fight to get rid of restrictions and protocols that presently inhibit students to do well. I'm convinced that in The New Millennium School, the teacher's workload will drastically diminish, and that there will eventually be an ambience hitherto unheard of; there won't be a reason to "muck up" any longer. Detention will become an obsolete word. No stress leave for teachers any more.

I urge parents to read or even scan through "The School I'd Like" (Penguin). Apart from being driven by their own wishes, they will immediately become aware of those that have been suppressed during the past 200 years as a result of habits anchored to bedrock. First people form habits but then the habits form the people. In order to spread the work with even more conviction than before, they only need to focus on the following two statements:

1. In all the millions of words that are written annually about education, ONE VIEW-POINT IS INVARIABLY ABSENT - that of the child, the client of the school. It is difficult to think of another sphere of social activity in which the opinions of the customer are so persistently overlooked. (Editor: Edward Blissem).
2. Schools usually have one thing in common – they are institutions of today run on the principles of yesterday. (15-year-old girl)
3. A SUMMARY OF THE VARIOUS REASONS FOR THE SUGGESTED CHANGES.

NO LINE-UPS:

Students go to The New Millennium School to work, not to be drilled like army recruits.

NO UNIFORMS:

Other than soldiers, police officers, soccer teams and any group that needs to be readily identified, most people going to work choose their own outfit. Since the emphasis is now on the student rather than the school, that sartorial distinction should be done away with. As a matter of fact, Public Schools couldn't possibly demand the use of uniforms.

NO REPORTS:

"Thy shalt not judge". Often, they are only the result of the mismatch between student and teacher within the domain of a given subject. Some schools have actually lists with more than 100 possibilities to classify a student. Writing reports is the most harassing job ever invented.

From the original list of marks, they eventually became the equivalent of reports on the workings of a very intricate piece of machinery. One report on a 5-year-old boy consisted of four typed A4 sheets.

I'm sure that we all have examples of people who were labelled hopeless in all respects but who turned out to be highly capable individuals in later life.

#### NO MARKING:

Letting scholastic prisoners do work they can't handle is stupid and cruel; of course it leads to problems. Forget about stating that Jack is trying or that Jill is lazy. Society is built on the pyramid form of tasks: At each level, people perform more or less to the satisfaction of the boss otherwise they have to look elsewhere to find a job that suits them better. Why should schools be different? In real life, nobody pays a self-employed mechanic who opens the bonnet but can't replace a fan belt.

In The New Millennium School, a subject or even a topic is discontinued-perhaps temporarily-BEFORE students reach their level of incompetence. If all topics in the various subjects are followed by a set of STANDARD QUESTIONS, to which the answers can be practised like those to obtain a driver's licence, students will have a definite goad to aim for. Their output will be an indication of the level of their ability as well as that of their motivation. There would be quite a number of subjects where questions should be replaced by a discussion between teacher and student.

Whereas all questions must be correct before proceeding to another topic, discussions should only be awarded pass, good or excellent.

In my Maths Master, those questions have already been included; the answers to them may be found in the text in the same order.

In Maths, answers are only right or wrong; in real life, a faulty battery is replaced, not sold at half price.

The present weighting of questions is of course ridiculous; there exists no scientific method to measure it. Awarding points for "scrap metal" is only used to deceive. Allocating 10% for atrocious workbooks and 30% of the total mark for assignments that could have been done by any terrestrial individual under the sun is worse, especially since, in class, at the cost of efficiency and showing intelligence, students must show the so-called necessary working to prove that they didn't copy. In The Millennium School, that dubious practice MUST END. By using Maths Master, that problem is automatically solved.

#### NO EXAMS:

Besides being extremely costly, they are a waste of time and effort causing unwanted anxieties whether real or psychosomatic. Details of knowledge are soon forgotten. A personal record of achievement will suffice.

#### NO MATHS WITHOUT NUMERACY: NUMBERS IN A NUTSHELL BEFORE MATHS MASTER

Teaching NUMERACY should be the one and only concern in Primary School. Students must feel comfortable when working with numbers, not with fish, frog or dogs.

NO HOMEWORK. NO ASSIGNMENTS. NO PROJECTS with or without the help of parents:

The New Millennium School is set up as a workplace; students won't have to work overtime. In Australia, far too much time is already spent on transport. Work done as a mere chore has no benefit at all. Besides, most of the damage to handwriting is done when the available space is that of a stamp. Nagging parents and tantrums should be a thing of the past. In The New Millennium School, the emphasis is on PRECISION and on ARTISTIC PERFORMANCE, on QUALITY, not quantity.

NO CLASS POSITIONS

Because the old class system has been dismantled.

NO BLACKBOARD COPYING

They are only used to keep students busy. Writing in a hurry has nothing to do with learning.

STOP RAISING MONEY

It only benefits the Manufacturers of Needs.

THE EXECUTION OF THE NEW IDEALS

In "The School I'd Like", the wishes expressed by quite a number of students seemed to be a bit over the top. Lo and Behold, they can actually be catered for merely by replacing the syllabus for the masses by a personal one for each student. However, students should realise that they themselves might have to take steps to satisfy any unusual or even outrageous desires. It is all very well to want to visit factories, farms, famous fashion or flower shows, fairy tale forests, fishing villages or funerals in order to experience the real thing, one lesson in life worth knowing is that you can't always have your cake and eat it.

There is plenty of time for these external activities to take place during the school holidays and the 52 weekends. The related written work could of course be done in school. We don't have to visit far-away exotic places either. Taking MENTAL PICTURES is an important skill to practise, so a postcard of the Taj Mahal will do fine, at least for the time being. Nowadays, both young backpackers and old pensioners seem to have enough time and money to go overseas.

I'VE TRAVELLED THE WORLD TWICE OVER,  
MET THE FAMOUS: SAINTS AND SINNERS,  
POETS AND ARTISTS, KINGS AND QUEENS,  
OLD STARS AND HOPEFUL BEGINNERS,  
I'VE BEEN WHERE NO-ONE'S BEEN BEFORE,  
LEARNED SECRETS FROM WRITERS AND COOKS  
ALL WITH ONE LIBRARY TICKET  
TO THE WONDERFUL WORLD OF BOOKS.

JANICE JAMES

### A NEW TYPE OF TEACHER

The School I'd Like:      Despotism must die (pages 153 & 154 )  
                                    The Race of Strange Beings (pages 129, 130 & 131)

Since the shoe is now on the other foot, traditional teachers won't be able to enforce the commercially friendly theories, assumptions and opinions any longer.

The Qualifications issued by the hierarchic Pontius Pilate will have lost most of their value, especially since they are totally different from those of electricians who work according to proven scientific laws.

Since students are eager to teach themselves, the new role of the teacher is to teach and to guide, not to indoctrinate. In order to do that, teachers must become learners again. "You can only observe when the observer is not" (Krishnamurti).

Likewise, you can only teach when the teacher is not.

A teacher is born, not made. In order to stand comfortably in front of a class, one must first have experience in the real world but not only as a tourist of course. Many retired officers or personnel from Navy or Air force would be able to take on a new career because they retire at a rather young age.

Other, real professionals would include a wide range of people: geologists, mechanics, painters, carpenters, electricians, computer specialists, writers, poets, actors, sculptors, visual artists, illustrators, journalists, sound engineers, musicians..... They either visit the school or students go to them as long as discussions or written work are recorded.

The above would satisfy the wishes of CARL ROGERS.

*"If we did away with the expert, the certified professor, the certified professional and the licensed psychologist, we might open our profession to a breeze of fresh air, to a surge of creativity such it has not known for years"*

### FURTHER SUGGESTIONS

Apart from the library, The New Millennium School should have a common room, especially for the senior students.

Hospitality students and those studying Commerce might want to manage a canteen; profits would of course go to them, not to the school.

Some students might find sponsors.

The different types of sport or games must be listed in the timetable. I think that students who are not members of any club with organised, regular matches and training sessions should include at least one 90-minute period per week for P.E.